

A person is sitting on a wooden library shelf, reading an open book. They are wearing an orange long-sleeved shirt, khaki pants, and black leather shoes. The shelf they are sitting on is filled with books. Other shelves in the background are also filled with books, creating a library setting. The lighting is warm and focused on the person and the book they are reading.

Kentucky Cognitive Literacy Model

What is the KCLM model?

- KCLM combines necessary academic skills, such as reading, writing, discussion and inquiry, with high motivation and engagement tools to best meet the needs of your students.
- KCLM will help your school literacy intervention teacher by providing useful strategies to help guide students in motivation and engagement, effective vocabulary instruction, strategies for learning, content learning and communication skills.

Motivation and
Engagement

Strategic Processing

KCLM
Framework

Instructional Strategies
for Content Learning

Communication Skills

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Motivation and Engagement

- High levels of motivation have been linked to reduced dropout rates and increased levels of students success
- In student-centered classrooms, students feel a sense of belonging, competence, respect and trust to make choices
- The intervention emphasizes the formation of meaningful adult/peer relationships; dialogue, collaboration and expression of personal and collective views; acknowledgement and respect for unique talents and abilities

(Guthrie, 2001; Blank, 1997; Dev, 1997; Kushman, 200; Woods, 1995; Caine & Caine, 1994; Guthrie & Wigfield, 2000; McCombs & Barton, 1998; Moore, Alvermann & Hinchman, 2000; Tierney & Pearson, 1981, 1992)

Motivation and Engagement

In the intervention class,

1. a thematic, project-based approach to learning should be used;
2. course materials should relate to students' lives;
3. students should be allowed to have some control over their learning;
4. learning tasks should be challenging, but achievable;
5. curiosity about topics being studied should be actively promoted;
6. and projects that allow students to share knowledge with others should be the norm.

(Northwest Regional Educational Laboratory, 2001)

**If I stay very still
And breathe
very quietly,
The Magic
Happens:**

**I disappear
-and no one sees me
-and no one hears me
-and no one even thinks
about me**

And the teacher won't call on me

**being invisible.
I'm perfect!
I can't make mistakes
-at least
nobody sees them,
so nobody laughs.**



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the River*," by Jane Medina. Published by
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Strategic Processing

- Metacognition, reflection and self-regulation should be explicitly taught in the context of reading, writing, and learning; “skill and drill” worksheets practiced in isolation are recognized as ineffective
- The interventionist will provide opportunities for students to increase their background knowledge and build vocabulary through direct instruction

C
O
D
E



Basic Principles of Vocabulary Instruction

Principle C

Silver and Strong 2001

Students remember vocabulary when the word is strongly Connected to what they already know and have experienced.



Principle O

Students remember more information when it is clearly **O**rganized.



Principle D

Students remember vocabulary when it is **D**eeply processed through visual, auditory, physical, or emotional experiences.



Principle E

Students remember
vocabulary when they are
given the opportunity to

Explore or think about it in a
variety of ways.



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Instructional Strategies for Content Learning

- Four of Robert Marzano's proven literacy/instructional strategies will be emphasized:
 1. Cues, Questions and Advanced Organizers
 2. Non-linguistic Representations
 3. Identifying Similarities and Differences
 4. Summarizing and Note-taking
- The Literacy Toolkit created by the Council of Chief State School Officers (CCSSO) will be a critical instructional resource

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Communication Skills

Communication Skills

- Communication skills development embedded throughout all activities in the intervention class
- Strong emphasis on writing to learn, writing to demonstrate learning, and writing for authentic audiences and purposes
- Self-evaluation encouraged and modeled

Communication Skills

- Strong emphasis on discussion of topic, discussion of text, and academic dialogue between and among adults and peers
- Specific discussion skills, i.e. developing questions, supporting arguments with evidence from the text, clarifying, extending arguments, and making connections will be developed

Writing to Learn



“Writing today is not a frill for the few, but a skill for the many.”

--National Commission on Writing in America's Colleges and schools

Three Types of Writing

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graph TD; A[Three Types of Writing] --> B[Writing to learn]; A --> C[Writing to demonstrate learning]; A --> D[Writing for authentic purposes];
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**What are the major differences?
How would you include each in your
instruction?**

**Writing to
learn**

**Writing to
demonstrate
learning**

**Writing for
authentic
purposes**

KCLM Training Institute

September 25-27

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